

C
L43J

Lawrence College Bulletin

THE LAWRENCE LATINIST

Published under the Direction of the Latin Department
of Lawrence College.

VOL. XVII

MARCH, 1917.

NO. 7

The Bulletin is entered at the Postoffice at Appleton, Wis., as second class matter, and is published monthly by the Trustees of Lawrence College.

MILDRED SILVER, '17, *Editor-in-Chief.*

Associate Editors:

FREDA GLASER, '17

EVA SANDE, '18

"We are seeing more clearly that to be masters of our own language we must have a knowledge of Latin."
The Ladies' Home Journal, editorial, August, 1916.

To me, Latin is the most interesting and useful foreign language that I have ever studied, for a great share of our English words are derived from it. Latin is a subject that cannot be bluffed at but requires good thorough study, which results in the development of the power of concentration and thoughtfulness to a high degree.

A. Ethyl Young, '18.

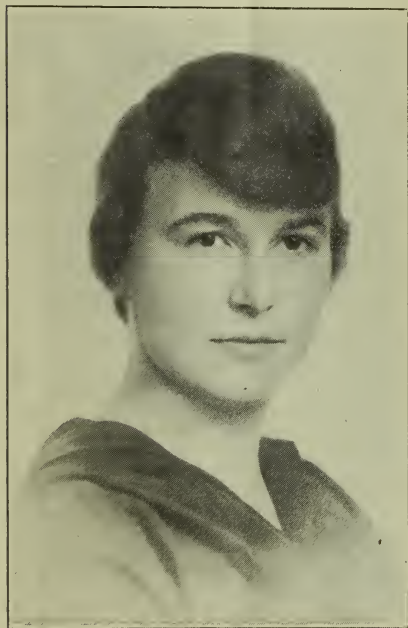
I have a sister who took four years of Latin in the Sheboygan High School, two years in Oshkosh Normal School and two additional years in the University of Chicago, preparatory to journalistic work. She was offered a position in the department of editorial comment of the Chicago Tribune, but upon being examined concerning her Latin training, was asked to take two more years of that language. She is, therefore, finishing her tenth year of Latin this year at the University of Chicago, and expects to take up her staff position in August.

Martha Shufflebotham, '18.

TWO GIRLS AGAIN WIN FRESHMAN SCHOLARSHIPS

Ruth Ostrander and Ella Benyas Awarded Brokaw and Lawrence Prizes in Latin Examinations.

Again the freshman co-eds have shown their superiority in the annual Latin prize contests by winning both \$100 scholarships in the contests that took place on Saturday, October 7.



Ruth Ostrander

Winner of Norman Brokaw Scholarship.

The two scholarships awarded are given on the basis of a competitive examination in high school Latin. The scholarships are called the Norman Brokaw scholarship and the Lawrence scholarship. All contestants have to be regularly matriculated in the college as freshmen and enrolled in the freshman class in college Latin.

The successful candidate for the Norman Brokaw Scholarship is Ruth Ostrander, daughter of Mr. and Mrs. Dell Ostrander of Omro. Miss Ostrander was born at Oconomowoc,

and was educated at Omro, where she graduated from high school in 1914. Since her graduation she has taught two years.

It is of interest to note that the winner of the prize last year was also a graduate of the same high school, namely, Ruth Bradish.

This scholarship is endowed by Mrs. Norman Brokaw of Appleton and is named in honor of her deceased husband.

The other successful candidate is Ella Benyas, daughter of Mr. and Mrs. Simon Benyas of Appleton. Miss Benyas was born at Negaunee, Michigan, and received her training in the Appleton schools. She graduated from Appleton High School in three years, with the class of 1916.



Ella Benyas
Winner of Lawrence
Scholarship.

Ella is the third member of the Benyas family to win the Lawrence scholarship. The scholarship was won in 1911 by her sister, Hannah, who has since graduated from Lawrence and is now teaching at Menomonee, Michigan. Another sister, Eva, won the scholarship in 1912.

This scholarship is supported by a benefactor of the college whose name is not divulged.

The Latin department is to offer another prize in the near future to be known as the Business Man's Latin prize. This prize is endowed by the recent gift of a business man who wishes in this manner to bear testimony to the value of Latin for the every-day business man. His gift is \$500 and the prize will be the income from this sum.—The Lawrentian.

Our education is won by battle. In vain does the teacher endeavor to make learning an easy and agreeable task. Agreeable it may be, but never easy. For the object of education is not to pour a certain amount of learning into an empty mind, but to develop a certain amount of intellectual muscle in an undeveloped mind. Power, not knowledge, is the end of education, and power comes only through struggle.—The Outlook.

CHARON ET HERCULES.

Ch. Nunc plurimos annos inferni fluminis portitor fui, et multas illustresque umbras virorum rate portavi; sed numquam ante hoc tempus talem vidi virum qualem oculi mei hodie vident. Heus, heus! Quis tu es et quid tu vivus in Stygis ripis ambulas?

H. Ego sum Hercules, filius Alcmenae; Juppiter pater meus est. Maximum opus me trans aquas infernas nunc vocat et volo te portare me.

Ch. Ego quidem te non portabo, Hercules, nam fama nuntiat te esse virum maxime terribilem; te igitur horreo et timeo. Praeterea Pluto rex jussit me numquam vivos trans Stygem portare.

H. At ego amicis non terribilis sum et, si ad ripam ratem movebis, te pro amico habebo; si autem me non juvabis, magnis lapidibus ratem tuam delebo et plagae meae, credo, tibi meliorem mentem dabunt.

Ch. Per deos! certe ego miserrimus sum, nam si te non portabo, mihi plagas dabis, sed si te portabo, Plutonem timeo, me miserum!

H. Moneo te vitare praesens periculum et me portare.

Ch. Portabo.

—Selected.

DE VITA MARCI TULLI CICERONIS.

Marcus Tullius Cicero anno centesimo et sexto ante Christum ante diem tertium Nonas Ianuarias Arpini natus est. Eius familia equestris ordinis erat. Nemo maiorum eius umquam magistratus fuerat. Itaque se totum studiis dedit ut copia facultasque dicendi ei esset. Cotidie ad forum venit ut orationes Luci Crassi et Marci^a Antoni audiret. Diligenter et frequenter Graeca scripta et maxime Homerica legit. Scaevolae eum leges Romanas docuerunt. Eius praeceptores philosophiae et logicorum ex tribus ludis Epicureis Stoicis Academicis erant. Denique rhetor Molo eius doctor erat.

Viscesimo sexto anno eius aetatis, Cicero causas agere coepit et Sextum Roscium accusatum parricidi defendit. Ingenio ad causas defendendas maxime laudatus est. Sed per proximum annum valetudine et ulteriore studio Athenis in Asia et insula Rhodi tempus consumpsit. Cum Athenis esset memorabilis amici-

tia cum Tito Pomponio Attico coepit. Romam rediit et Siculus quaestor delectus est septuagesimo quinto anno ante Christum, aedilis sexagesimo nono, praetor sexagesimo sexto, consul sexagesimo tertio. Iudicio C. Verris et frumento praestando quod parvi erat, Cicero benevolentiam plebis conciliavit. Cum praetor erat, oratione appellata "De Imperio Cn. Pompei" legem Manilianam defendit qua Pompeius bello Mithridatico pro Lucullo praefectus est. Consul quattuor orationes in Catilinam habuit quod Catilina coniurationem contra rem publicam fecerat. Tum inductus a Catone effecit ut duces coniurationis interficerentur.

Hac causa sed vere quod Clodium condemnauerat, Cicero in exsilium expulsus est. Eius domus in Palatino colle incensa est et eius Formianum Tusculanumque deleta sunt. Cicero tempus consumpsit apud Vibonem in Brutiis et apud Cn. Plancium Thessalonicae. Cicero postquam per sedecim menses afuit, cum concorde voluntate senatus rediit. Post sex annos propter officium proconsulis in Ciliciam missus est. In contentione inter Caesarem et Pompeium, Cicero rem publicam servare conatus est et se igitur cum Pompeio coniunxit, sed postea venia ab Caesare ei data est.

Terentiam triginta post annis quam in matrimonium duxit, dimisit. Tunc puellam Publiliam in matrimonium duxit sed mox ab ea separatus est. Mors filiae Tulliae eius maximus dolor erat. Filius Marcus quoque ei erat. In postremis annis vitae se litteris et philosophiae dedit. Cum secundi triumviri formati essent, nomen Ciceronis in indice Antoni proscriptionis erat. Cicero Italiam relinquere coepit sed ante diem septimum Idus Decembres equitatus eum consecutus est et eum interfecit.

Freda Glaser, '17.

LATIN STUDY GROWING IN WISCONSIN SCHOOLS

That Latin study in Wisconsin high schools is not on a decline, as has been feared in some quarters, is indicated by the results of an inquiry recently instituted by Miss Frances E. Sabin, chairman of the publicity committee of the State Latin Teachers' association.

An increase of 544 students enrolled in Latin classes in 1915-16, as compared with 1914-15, is reported by accredited secondary schools in the state.

Only 21 schools with an enrollment of 100 or more students did not teach Latin in 1915-16.

In 63 per cent of the secondary schools that have reported, the Latin classes are larger this year than last year. About 19 per cent report that enrollment has not decreased. Only 18 per cent report smaller classes. In 82 per cent of these secondary schools, therefore, Latin study is not declining.



Similar reports from two other states are given in a current number of "The Classical Weekly," as follows:

Professor J. H. Howard calls attention to the fact that there has been during the past three years a marked increase in the number of pupils taking Latin in the High Schools of Iowa. Professor Grove E. Barber of the University of Nebraska gives similar evidence of an increased interest in Latin in that state. These reports will help to offset rumors or reports of failing interest in Latin elsewhere.

The study of Latin, as I view it, is a mixture both of the easy and the difficult. The difficulty, for me, arose, first, from the pronunciation of the words, and next, from the hard task of mastering the conjugations and declensions. When I had mastered, as best I could, both of these difficulties, Latin became easier. The best and easiest way to learn the conjugations and declensions was, I found, to study them in comparison with each other. By so doing, Latin no longer remained difficult, and the course became very interesting. Latin also is helpful to me. After a short study of it, I began to formulate new ideas and opinions about the English language itself, many words of which I find are derived solely from the Latin. For this reason alone, I believe that one ought, in order to be an all-round man or woman, to study Latin, or at least to get a good idea of it.

Rolland Turner, '20.

As to language study in California the following official statement is made: "In total enrollment in the public schools Latin still leads in California, the figures for 1915 being as follows: Latin 15,303, Spanish 10,844, German 6,680, French 2,990, Greek 137."

HOW TO CHOOSE A HUSBAND.

Puella quaedam pulcherrima quinque iuvenibus adeo placebat, ut omnes eam uxorem ducere cuperent: neque ipsa satis statuere poterat, quemnam ex omnibus maritum sibi eligere vellet: neque enim omnibus nubere neque cui esset nubendum diiudicare poterat: adeo omnes pariter propter virtutem et divitias quas habebant erant admirandi. Quae res cum ita se haberet, accidit forte ut puella illa pulcherrima et quinque illi optimi et ditissimi iuvenes una in nave trans



‘Unus enim siccus est et ceteris multo sapientior.’

mare iter facerent: tum vero puella, quippe quae eo ipso tempore diiudicandum esse et maritum esse eligendum existimaret, navis rectorem de tota re certiorum factum rogat, quidnam sibi faciendum esse putet, ut maritum ex omnibus illis iuvenibus eligeret. Ille postquam diu secum consilium cepit, puellam admonuit ut se ipsam e nave in fluctus proiceret: sic enim facillime maritum eam esse electuram, si intellexisset, quis ex omnibus iuvenibus in fluctus desilire vellet, ut puellam amatam extraheret.

Quod consilium cum bonum illi videretur, coram quinque illis in fluctus se proicit. Quo facto quattuor statim in fluctus desiliunt: nando ad puellam simul

perveniunt: simul manibus corripuiunt, simul salvam atque incolumem quattuor rursus in navem e fluctibus referunt. Tum illa in navem relata cum vix minus quam antea de re dubitaret, cum rectore navis iterum consilium capit: negat se omnibus illis quattuor iuvenibus, qui se in navem rettulissent, posse nubere: et praeterea madidos esse omnes puella ei demonstrat. Cui rector, 'Videsne,' inquit, 'quintum illum qui in fluctus desilire noluit? Si mihi parere vis, equidem te ut illi nugas admoneo: unus enim siccus est et ceteris multo sapientior.'

—Selected.

Latin is, it seems to me, a foundation study. It has been said that every new language is a window to the soul. After four months' study of it, I have come to the conclusion that Latin is a very large window indeed. It throws light on the various sciences, and on literature. The student of medicine, of physiology, of psychology would be impoverished without a knowledge of Latin, for his texts make extensive use of Latin phrases and derivations. Literature, too, is rich with Latin allusions and quotations. Who can fully appreciate Milton or Spenser who is not familiar with Latin? So, though a knowledge of science, literature, and language is not necessary in the study of Latin, Latin is very necessary in a study of them, and I think that the school boy who regarded Caesar as his arch enemy in high school, finds in college that Caesar was his best friend.

Blanche E. Knapp, '19.

A high school teacher has gleaned the following from the papers of her Caesar class:

"They put the Democrats on the prescription list."

"The army was sent under the yolk."

"Tigurinus was a pagan in Helvetia."

"They inspected the assent of the mountain."

"Caesar's camp was surrounded by water and a mote."

"The enemy were situated under a mountain."

"Galleys were used to make the boat go; every boat had a stirring wheel."

"A Roman wore a toga."

"They were sent to the gallows for life."

CORRESPONDENCE.

_____, Wis., Jan. 10, 1917.

Dear Professor:

We have no Latin in our high school. Would you advise my boy to try to get a start in it by himself with what help I could give him? He is in the first year and will be able to do extra work next year. I think I had Caesar's Campaign in Gaul and Cicero's Orations, also two years in college, but that is so long ago I don't think much sticks.

If you think best for him to do home work in Latin, what books would you advise getting? I thank you.

Most truly,

Since this letter was received, still another Wisconsin pastor has made a similar appeal for help. Our Methodist missionaries in the foreign field find it hard to procure the best education for their children. A similar difficulty evidently is the experience of pastors in certain towns of our own enlightened Wisconsin.



Chippewa Falls, Wis., Dec. 12, 1916.

Dear Dr. Wright:

Have you an extra copy of the Latinist which contains "Nox silens, sancta nox"? I have mislaid mine and should like to have my pupils learn the poem next week. I'm sorry to trouble you, but shall be much obliged for the paper.

I'm thoroughly enjoying my Latin teaching, and but for the call of the foreign field I should be glad to go on and on in the Latin work. I can't help regretting just a little that the Chinese don't study Latin! Having taught seven different high school subjects, including mathematics, English, and history, all of which I consider very important, I have found no one of the subjects more practical than Latin. How very practical it is I did not fully realize until I began to teach it; my pupils are teaching me many things.

* * * I feel sure Latin is on the "up-grade" in Chippewa and I am glad to know that it is. I am to talk to the parent-teacher organization soon on reasons why pupils should study Latin. And before the eighth

grade pupils decide on their courses for next year, the superintendent is going to let me tell them some things about Latin.

I have seventeen freshmen, the largest Latin class here in years, I'm told. They're a fine group of children, and I fairly look forward to their class. You should hear them asking about derivatives they have found in their reading, on signboards, etc. One boy reported last week that a new automobile is named "Bonus Est."

I'm using Latin game number one with my sophomores, and number three with my seniors; they enjoy them much. I haven't the others yet.

One of my seniors, the only girl, expects to be at Lawrence next year, and will take the Latin work, I'm sure. She'll be an addition, for she's an exceptionally bright student.

You have probably heard of my appointment to China. I hope to go next year to Columbia for my master's degree in Education. My work in China will be either high school or college work, which is not yet decided.

Cordially yours,

Monona L. Cheney.

THE STORM. (Vergil, Bk. 1; lines 81-94.)

King Aeolus thrusts his inverted spear
Into the hollow mountain near;
The winds, like an eager army band,
Rush forth and work ruin on sea and on land.
Then Eurus and Notus together swoop down
On the sea, and plough it from bottom to crown,
While Africus gusty, with sonorous roar,
Rolls billow on billow from deep to shore.
The strong men cry out with fear in their hearts.
For thru the cordage a quivering starts
And spreads thru the ship. The clouds overhead
Shut out the light by which they were led;
Black night upon the fleet descends,
The sea with the sky in lightning blends;
Each member of the crew is aghast,
And cowers neath Juno's stormy blast.
Aeneas stands with fearful, fainting heart,
Too terrorized to hear a single part
Of what goes on about him; he groans
And his cruel fate to the gods bemoans.

M. S., '18.

HYMN TO DIANA.

Dian and Sleep did battle for my soul
And Sleep at length has fled;
Diana, goddess, thou shalt have control
Until the night is dead.

For all the earth in moonlight mist does drown,
And at the river's brink
On graceful limbs the forest nymphs creep down
From hollowed hands to drink.

The breath of night that stirs adown the river
Wakes not the sleeping stream,
But here and there the waters gently quiver
As in a troubled dream.

So steep my spirit in your magic potion
Of witchery and light,
Till all my heart is melted with emotion,
Diana, Queen of Night.

Though now no longer art thou called divine,
Proud lady of the chase,—
Yet here tonight I worship at thy shrine
As in those pagan days.

I incense burn, and offer adulation
Till, as in long ago,
Serene on high thou dost resume thy station
With bended silver bow.

Jessica W. North, '17.

SOCIETAS LATINA.

The Latin Club was reorganized this year under a definite constitution providing for:

- (1) meetings every second and fourth Monday afternoon of each month;
- (2) a prerequisite for membership of:
 - (a) at least one year of Latin;
 - (b) a small fee of 25 cents;
- (3) the offices of president, vice-president, and secretary-treasurer, which are held during the present

year by Freda Glaser, Ruth Bradish, and Loma Gordon, respectively; and

(4) a program committee consisting of the officers *ex officio* and of one other member.

The longer I teach English, the more I am convinced that training in the classics, especially in Latin, is an all but indispensable adjunct to training in English Composition and English Literature.

My opinion is that, for the successful study of English in college, a sound preparation in Latin is even more necessary than a preparation in English itself. Other things being equal, I prefer a student who has had four years' preparation in Latin and only two in English to one who has had but two years' preparation in Latin and four years in English.

Few people, few teachers even, seem to realize that proficiency in constructing sentences, in fitting together in the English order the clauses of a sentence composed in the Latin order, is an exercise in practical logic of the most rigorous kind. It is logic expressed not in formulae and equations but in the universal medium of intercourse.

Students equipped in this way I find to be more capable than others of addressing their minds to problems of expression and of literary appreciation. The difference in grasp, in discrimination, and in economy of effort is astonishing.

CHAUNCEY W. WELLS,

Associate Professor of English Composition.
University of California,
January, 1915.

THE LATIN GAMES.

Those teachers and students who have used the Games of the Latin Verb, invented by Dr. E. D. Wright, Professor of Latin at Lawrence College, will be glad to know that he has lately copyrighted a new game on the Latin Noun. One of the advantages of this game is that it can be played with equal interest by the person who has just advanced far enough so that he knows the second declension and by one who has studied Latin for years. It affords an easy and enjoyable way to fix declensions and vocabulary in the mind.

For the benefit of those who have not used these games we might say that Dr. Wright has invented five games on the Latin verb, the first two on principal parts, the third and fourth on conjugations, the fifth on conjugational endings. These are invaluable for giving a real working knowledge of Latin verb forms, for they train the player to remember them accurately and to recall them promptly. He also has a game on Latin Authors for more advanced students. These games have been voluntarily recommended by the New York State Department of Education at Albany.

Mildred Silver, '17.

Stuart P. Sherman, Professor of English at the University of Illinois, after experimenting upon 400 university freshmen summarized the results in the form of three laws as follows:

A. A student's power over the English dictionary varies directly with the number of years in which he has studied Latin.

B. A student's acquaintance with the common-places of classical allusion varies directly with the number of years in which he has studied Latin.

C. A student's ability to read a page of Shakespeare varies directly with the number of years in which he has studied Latin.

"There must be idealism; and there must also be practical efficiency, or the idealism will be wasted. We need sound bodies; we need sound minds in our bodies; but more than either mind or body is character—character into which many elements enter, but three above all others—courage, honesty, and common sense."

—Roosevelt.

RES MINUTAE.

"Tango, tangere, turki, trottum."

"Flunko, flunkere, faculti, fixus."

An Encore.

The father asked, "How have you done in mastering ancient lore?"

"I did so well," replied the son, "they gave me an encore:

"The faculty like me and hold me dear,

"They make me repeat my Freshman year."

Kalendarium.

Ianuarius.

Festum Iani.

Sol adit Aquarium. Perfluit Capitolium. Tumultus excitatur. Tumulty nominatur.

Legiones exeunt Mexico. Noster Augustus portas templi Iani claudit.

Festum Pacis.

Orbi terrarum pacem denuntiat noster Augustus.

Festum Risus.

Pan, in Chicago Tribune.

Felis.

A cat sedebat on our fence
 As laeta as could be;
 Her vox surgebat to the skies,
 Canebat merrily.

My clamor was of no avail,
 Tho' clare did I cry.
 Conspexit me with mild reproof,
 And winked her alter eye.

Quite vainly ieci boots, a lamp,
 Some bottles and a book;
 Ergo, I seized my pistol, et
 My aim cum cura took.

I had six shots; dixi, "Ye gods,
 May I that felis kill!"
 Quamquam I took six of her lives,
 The other three sang still.

The felis sang with major vim,
 Though man's aim was true,
 Conatus sum putare quid
 In tonitru I'd do.

A scheme advenit in my head:
 Scivi, 'twould make her wince—
 I sang! Et then the hostis fled—
 Non eam vidi since.

—Tennessee University Magazine.

To a Latin Teacher.

Givit tu em guidand plenti,
 Soc et tu em guidand strong,
 Never letem geta stand in,
 Gopher evri word tha tswrong.
 Makem flunk and makem worry,
 Makem sit up nights and buck,
 Makem wun derwat chur thinking,
 Makem cursther evilluck.
 Never letem getoo hopeful,
 Never sayther doing well,
 Makem wish they hadn't cum here.
 Makem wishu were—— at home.

—Selected.

HONORIS CAUSA.

Catalogus eorum qui studia Latina felicius exercent haec nomina continet:

(a) In classibus superioribus:

Frederic H. Barnes	Jessie Oldenburg
Ruth Bradish	Mildred Schlafke
Irene Gettelman	Martha Shufflebotham
Freda Glaser	Mildred Silver
Jessica North	Joseph L. Temby

Marcella Thompson

(b) In classibus inferioribus:

Helen Delbridge	Blanche Knapp
Edna Donner	Arthur Simsen
Svdney Fell	Rolland Turner
Margaret Haight	A. Ethyl Young

"Translation," Rufus Choate is reported to have said, "should be pursued to bring to mind and to employ all the words you already own, and to tax and torment invention and discovery and the very deepest memory for additional, rich, and admirably expressive words."



3 0112 105656711

THE TROUBLES OF A PROFESSOR OF ENGLISH.

A sophomore student without Latin had had a hard time with a quiz in his English class; he had not been able to define any one of the sixteen English words given; he did not know the historical or mythological names. At the foot of his paper he added this postscript: "If I had time, I should like to study Latin; a knowledge of it would be very *handy* in the sciences, but since it is of no practical value I do not see why it is studied by so many students." This observation prompted the Professor to unburden his heart as follows:

"What is the effect of this attitude toward Latin upon the student of English literature? Simply this: when you set him down before the "Fairy Queen" or "Paradise Lost", he discovers, or you discover, that he is unable to study English. Language, images, allusions, form—all is as Hebrew to him. He must begin, as Spenser and Milton began, by studying Latin—but at a long remove from the proper sources of information. He cannot be reasoned with in his state of innocence about the special qualities of the versification, the literary sources or affinities of the poem, its representative character, its rich and magical suggestiveness and beauty. He cannot pluck the fruit of the tree without climbing the trunk. He must now at last open the pages of some "Who's Who?" in classical mythology—breathlessly inquire who Hector was? who Helen? who Dido? who Aeneas?—cast a hurried glance at Olympus, scrape a momentary and undignified acquaintance with Jove—and rush into class with the news.

"But that is not studying English, though, alas! it passes under that name in too many of our class rooms. It is not even tasting English. It is merely making a futile attempt to conceal one's ignorance of the classics. For when a boy comes to the "Fairy Queen" or to a play of Shakespeare or to "Paradise Lost", all these things should lie in his mind as rich and splendid reminiscences. This post haste culture of the eleventh hour is, moreover, generally valueless. At the end of the year, all that this boy will know of the gods of the elder world could be engraved in full on an English penny."